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APPLICATION NO.	FILING DATE	FIRST NAMED INVENTOR	ATTORNEY DOCKET NO.	CONFIRMATION NO.
10/628,082	07/25/2003	Kevin V. Fliess	103580.00030/2003P00134	3514
54975 7590 02/20/2008 HOLLAND & KNIGHT LLP 10 ST. JAMES AVENUE 11th Floor BOSTON, MA 02116-3889				
EXAMINER KARMELEK, ALISON L.				
ART UNIT		PAPER NUMBER		
3623				
MAIL DATE		DELIVERY MODE		
02/20/2008		PAPER		

Please find below and/or attached an Office communication concerning this application or proceeding.

The time period for reply, if any, is set in the attached communication.

Office Action Summary

Application No.

10/628,082

Applicant(s)

FLIESS ET AL.

Examiner

ALISON KARMELEK

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-- The MAILING DATE of this communication appears on the cover sheet with the correspondence address --
Period for Reply

A SHORTENED STATUTORY PERIOD FOR REPLY IS SET TO EXPIRE 3 MONTH(S) OR THIRTY (30) DAYS, WHICHEVER IS LONGER, FROM THE MAILING DATE OF THIS COMMUNICATION.

- Extensions of time may be available under the provisions of 37 CFR 1.136(a). In no event, however, may a reply be timely filed after SIX (6) MONTHS from the mailing date of this communication.
- If NO period for reply is specified above, the maximum statutory period will apply and will expire SIX (6) MONTHS from the mailing date of this communication.
- Failure to reply within the set or extended period for reply will, by statute, cause the application to become ABANDONED (35 U.S.C. § 133). Any reply received by the Office later than three months after the mailing date of this communication, even if timely filed, may reduce any earned patent term adjustment. See 37 CFR 1.704(b).

Status

- 1) ☒ Responsive to communication(s) filed on 25 July 2003.
2a) ☐ This action is **FINAL**. 2b) ☒ This action is non-final.
3) ☐ Since this application is in condition for allowance except for formal matters, prosecution as to the merits is closed in accordance with the practice under *Ex parte Quayle*, 1935 C.D. 11, 453 O.G. 213.

Disposition of Claims

- 4) ☒ Claim(s) 1-30 is/are pending in the application.
4a) Of the above claim(s) _____ is/are withdrawn from consideration.
5) ☐ Claim(s) _____ is/are allowed.
6) ☒ Claim(s) 1-30 is/are rejected.
7) ☐ Claim(s) _____ is/are objected to.
8) ☐ Claim(s) _____ are subject to restriction and/or election requirement.

Application Papers

- 9) ☐ The specification is objected to by the Examiner.
10) ☒ The drawing(s) filed on 25 July 2003 is/are: a) ☒ accepted or b) ☐ objected to by the Examiner.
Applicant may not request that any objection to the drawing(s) be held in abeyance. See 37 CFR 1.85(a).
Replacement drawing sheet(s) including the correction is required if the drawing(s) is objected to. See 37 CFR 1.121(d).
11) ☐ The oath or declaration is objected to by the Examiner. Note the attached Office Action or form PTO-152.

Priority under 35 U.S.C. § 119

- 12) ☐ Acknowledgment is made of a claim for foreign priority under 35 U.S.C. § 119(a)-(d) or (f).
a) ☐ All b) ☐ Some * c) ☐ None of:
1. ☐ Certified copies of the priority documents have been received.
2. ☐ Certified copies of the priority documents have been received in Application No. _____.
3. ☐ Copies of the certified copies of the priority documents have been received in this National Stage application from the International Bureau (PCT Rule 17.2(a)).

* See the attached detailed Office action for a list of the certified copies not received.

Attachment(s)

- 1) ☒ Notice of References Cited (PTO-892)
2) ☐ Notice of Draftsperson's Patent Drawing Review (PTO-948)
3) ☒ Information Disclosure Statement(s) (PTO-893)
4) ☐ Interview Summary (PTO-413)
5) ☐ Notice of Informal Patent Application
6) ☐ Other: _____
Paper No(s)/Mail Date 22032006

DETAILED ACTION

The following is a non-final, first office action upon examination of application number 10/628,082. Claims 1-30 are pending and have been examined on the merits discussed below.

Claim Objections

Applicant is advised that should claims 1-6 be found allowable, claims 11-17 (respectively, where claims 13 and 14 combined are a substantial duplicate of claim 3) will be objected to under 37 CFR 1.75 as being a substantial duplicate thereof. When two claims in an application are duplicates or else are so close in content that they both cover the same thing, despite a slight difference in wording, it is proper after allowing one claim to object to the other as being a substantial duplicate of the allowed claim. See MPEP § 706.03(k).

Applicant is advised that should claim 2, which is dependent on claim 1, be found allowable, claim 18 will be objected to under 37 CFR 1.75 as being a substantial duplicate thereof. When two claims in an application are duplicates or else are so close in content that they both cover the same thing, despite a slight difference in wording, it is proper after allowing one claim to object to the other as being a substantial duplicate of the allowed claim. See MPEP § 706.03(k).

Applicant is advised that should claim 21 be found allowable, claim 22 will be objected to under 37 CFR 1.75 as being a substantial duplicate thereof. When two claims in an application are duplicates or else are so close in content that they both

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cover the same thing, despite a slight difference in wording, it is proper after allowing one claim to object to the other as being a substantial duplicate of the allowed claim.

See MPEP § 706.03(k).

Claim Rejections - 35 USC § 103

The following is a quotation of 35 U.S.C. 103(a) which forms the basis for all obviousness rejections set forth in this Office action:

(a) A patent may not be obtained though the invention is not identically disclosed or described as set forth in section 102 of this title, if the differences between the subject matter sought to be patented and the prior art are such that the subject matter as a whole would have been obvious at the time the invention was made to a person having ordinary skill in the art to which said subject matter pertains. Patentability shall not be negated by the manner in which the invention was made.

This application currently names joint inventors. In considering patentability of the claims under 35 U.S.C. 103(a), the examiner presumes that the subject matter of the various claims was commonly owned at the time any inventions covered therein were made absent any evidence to the contrary. Applicant is advised of the obligation under 37 CFR 1.56 to point out the inventor and invention dates of each claim that was not commonly owned at the time a later invention was made in order for the examiner to consider the applicability of 35 U.S.C. 103(c) and potential 35 U.S.C. 102(e), (f) or (g) prior art under 35 U.S.C. 103(a).

Claims 1-30 are rejected under 35 U.S.C. 103(a) as being unpatentable over Bennett et al. (US Pub. No. 2002/0194379) in view of Haq et al. (US 6,275,812).

As per claim 1, Bennett teaches a computer implemented method for defining template information, the method comprising:

Generating information that users may wish to use in connection with task managing software based on a comparison between the task management information and key words from unstructured text (paragraphs 11 teaches documents that may contain information that users may wish to use in connection with software applications such as task managers, paragraph 12 teaches sorting and categorizing information to integrate selected information with other applications, paragraph 26 teaches utilizing processes that identify information in source documents, extract data representing the identified information, paragraph 31 teaches the text may be unstructured text, paragraphs 73-74 teaches the extraction process where a series of extraction pattern sets recognize proper events and pre-specified events, such as events, or task information); and

Generating one or more templates based on a comparison of at least a portion of the information that users may wish to use in connection with task managing software and one or more predefined names or events (paragraphs 74 and 76 teach after tokenization is complete a series of extraction pattern sets to recognize proper names and pre-specified events where the pattern set would tag dynamically, for example names, places, organizations, dates, time, scheduling events, tasking events, and so on and builds templates with information extracted from the document; the system stores a set of rules to fill fields of templates with corresponding information from the documents identified during the previous processes).

However, Bennett does not teach the information that users may wish to use in connection with task managing software being a skills list for a project, the task

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management information being a skills taxonomy, the text being associated with a project, the template being a role template for the project, the names and events being predefined roles wherein each role template includes one or more skills associated with a role.

Haq teaches information that users may wish to use in connection with task managing software being a skills list for a project (col. 1, lines 20-37 teaches a workforce possessing the exact skills required for performing specific job functions for the success of business projects; when a project is at hand, assigning personnel with the right skills to various tasks, matching up employee skill sets with job functions, col. 1, lines 61-64 teaches assessing employee suitability for a project, col. 2, lines 5-8 teaches relating skill development of employees to job functions, roles, and responsibilities and project forecasts; i.e., a skill needs, or a skills list, or a project);

task management information being a skills taxonomy (col. 3, line 62- col. 4, line 25 teaches skill sets that include a complete listing of all skills required for a specialty, or task management information being skill information, and further skills can be sub-classified based on application/technology, or the skill information is a skills taxonomy);

text being associated with a project (col. 11, lines 6-21 teach various forecasts including project forecasts which are a listing of projects that are expected in the future, and staffing forecasts that indicate how many employees of each specialty would be need in the future);

a template being a role template for the project, the names and events being predefined roles wherein each role template includes one or more skills associated with a role (col. 5, line 24-col. 6, line 4).

Bennett and Haq teach utilizing templates which are based on various information. Bennett teaches the templates being generated using data extraction techniques, which extract data concerning documents which may contain information that users may wish to use in connection with other software applications, such as task managers (paragraphs 11, 15, 26, 35). Haq teaches software for human resource skill management for resource utilization, staffing efficiency, forecast assessment, etc. (i.e., software applications, such as task managers), where templates utilized. (col. 1, line 40-col. 3, line 20; col. 3, line 50-col.6, line 4). Thus, it would have been obvious to one of ordinary skill in the art at the time of the invention to apply the additional software applications of task management utilizing templates as taught in Haq, to improve the utilization of the templates created from the data extraction of Bennett for the predictable result of enabling a task management software application using skill sets and role templates where the templates are created via data extraction techniques.

As per claim 2, Bennett teaches retrieving the unstructured text from one or more sets of unstructured data and extracting the key words from the unstructured text (paragraphs 26 and 35).

As per claim 3, Bennett does not teach the skills list including a plurality of skills, and further comprising ranking each of the plurality of skills based on a relevance of the project. However, Haq teaches skills list including a plurality of skills, and further

comprising ranking each of the plurality of skills based on a relevance of the project (col. 5, lines 27-49, col. 6, lines 26-42).

Both Bennett and Haq teach templates concerning task information (Bennett, paragraph 35; Haq, col. 5, line 24-col. 6, line 4). Further Haq teaches the template based on a listing of skills, where the template specifies the importance of each skill in performing job function (i.e. ranking each of the plurality of skills based on a relevance to the project). Thus, it would have been obvious to one of ordinary skill in the art to include the skill list including a plurality of skills and further comprising ranking each of the plurality of skills based on relevance to that project in the teachings of Bennett in order to more accurately define the task information that is being extracted to obtain a accurate template of task information that provides a user with the ability to more efficiently sort and categorize information to integrate the selected information with other applications (See Bennett, paragraph 12).

As per claim 4, Bennett teaches the key words include at least one noun (paragraph 35 teaches extracting event data including names, task information, or nouns).

As per claim 5, Bennett does not teach one or more predefined roles are accessed from an archive of project roles. However, Haq teaches one or more predefined roles are accessed from an archived of project roles (col. 5, line 63-col. 6, line 4 teaches the manager looking up available templates in the database and picking the one that closely matches the job function at hand, or rather a manager accessing predefined roles from an archive of project roles).

Both Bennett and Haq teach templates concerning task information (Bennett, paragraph 35; Haq, col. 5, line 24-col. 6, line 4). Further Haq teaches the template based on a listing of skills, template can be access from a database of available templates (i.e. archived project roles). Thus, it would have been obvious to one of ordinary skill in the art to include predefined roles are accessed from an archived of project roles in the teachings of Bennett in order to more efficiently sort and categorize information to integrate the selected information with other applications (See Bennett, paragraph 12), as predefined templates for use in other applications is more efficient than creating a new template.

As per claim 6, Bennett teaching stored templates (claim 27). However, Bennett does not teach the templates being role templates and the storing being in an archive of project roles.

However, Haq teaches templates being role templates and the storing being in an archive of project roles (col. 5, line 63-col. 6, line 4 teaches the manager looking up available templates in the database and picking the one that closely matches the job function at hand, or rather the template is being user for a job function (i.e. a role template) and which are found together in a database (i.e. an archive of project roles)).

Both Bennett and Haq teach templates concerning task information (Bennett, paragraph 35; Haq, col. 5, line 24-col. 6, line 4). Further Haq teaches the template based on a listing of skills, template can be access from a database of available templates (i.e. archive of project roles). Thus, it would have been obvious to one of ordinary skill in the art to include templates being role templates and the storing being in

an archive of project roles in the teachings of Bennett in order to more accurately define the templates containing task information and more efficiently sort and categorize information to integrate the selected information with other applications (See Bennett, paragraph 12), as predefined templates for use in other applications is more efficient than creating a new template.

As per claims 7-8, Bennett does not teach at least one of the one or more skills in the role template is required for the role and at least one of the one or more skills in the role template is optional for the role. Haq teaches at least one of the one or more skills in the role template is required for the role and at least one of the one or more skills in the role template is optional for the role (col. 4, lines 5-24 teach weighting skills where the weights indicate the relevant importance of each skill in performing all the job functions associated with a specialty in that technology, where any finite weight including 0 can be assigned to a skill, 0 meaning the skill is not required of a particular function which a non-zero number associates a relative importance level to the skill (i.e. a skill with a 0 is optional, any other skill with some relevant importance is required to some degree)).

Both Bennett and Haq teach templates concerning task information (Bennett, paragraph 35; Haq, col. 5, line 24-col. 6, line 4). Further Haq teaches the template based on a listing of skills where the template further defines the desired skill level, if any, required for a job (col. 5, lines 25-36). Thus, it would have been obvious to one of ordinary skill in the art to include the weighting of Haq in the template of Bennett when concerning task information in order to more accurately categorize the information

extracted from the documents of Bennett for use with other applications, such as task management applications (See Bennett, paragraphs 12 and 11).

As per claim 9, Bennett teaches a template as recited above in claim 1. However, Bennett does not teach the template being a role template and matching a specific individual with a role template.

Haq teaches a role template and matching a specific individual with a role template (col. 5, line 24-col. 6, line 17 teaches a skill template, or a role template, where an assessment is made of all the employees in the pool or resources for their suitability in performing various roles in the project in order for the project to be staffed by the most appropriate employees. Two metrics are used to assess the suitability of an employee for a given job function, or rather each employee is assessed to determine if they match the role template. Further, col. 7, lines 24-37 teach the employee that best matches the template is deployed on a project).

Both Bennett and Haq teach templates concerning task information (Bennett, paragraph 35; Haq, col. 5, line 24-col. 6, line 4). Further Haq teaches the template based on a listing of skills where the template defines the desired skill level required for a job (col. 5, lines 25-36) and matches an employee with the job as recited above. Thus, it would have been obvious to one of ordinary skill in the art at the time of the invention to apply the additional software applications of task management utilizing templates as taught in Haq, to improve the utilization of the templates created from the data extraction of Bennett for the predictable result of enabling a task management

software application using skill sets and role templates where the templates are created via data extraction techniques.

As per claim 10, it recites limitations substantially similar to claims 7 and 8. Thus, claim 10 is rejected for the same reasons recited above in claims 7 and 8.

As per claims 11-17, they are substantial duplicates of claims 1-6, where claims 11-12 are substantial duplicates of claims 1-2, claims 13 and 14 are substantial duplicates of claim 3, and claims 15-17 are substantial duplicates of claims 4-6. Thus, claims 11-17 are rejected for the same reasons recited above in claims 1-6.

As per claim 18, it is a substantial duplicate of claim 2, which depends from claim 1. Thus, claim 18 is rejected for the same reasons set forth above in claims 1 and 2.

As per claim 19, Bennett does not teach ranking the plurality of skills based on a relevance to the project; and filtering skills from the skills list that rank below a predetermined threshold. However, Haq teaches ranking the plurality of skills based on a relevance to the project (col. 5, lines 27-49, col. 6, lines 26-42); and

Filtering skills from the skills list that rank below a predetermined threshold (col. 6, lines 33-35 teaches that those skills of an employee that are not required for this job are disregarded for one of the metrics, where col. 4, lines 5-12 teach that weights are assigned, where a 0 indicates that a particular skill is not required for a job. Thus, a skill with a weight below the predetermined threshold of 1, meaning the weight is 0, is disregarded for the assessment of the SSIA metric (i.e. the skill is filtered from the skill list when that rank is below a predetermined threshold)).

Both Bennett and Haq teach templates concerning task information (Bennett, paragraph 35; Haq, col. 5, line 24-col. 6, line 4). Further Haq teaches the template based on a listing of skills, where the template specifies the importance of each skill in performing job function (i.e. ranking each of the plurality of skills based on a relevance to the project). Thus, it would have been obvious to one of ordinary skill in the art to include the skill list including a plurality of skills and further comprising ranking each of the plurality of skills based on relevance to that project and filtering skills from the skills list that rank below a predetermined threshold in the teachings of Bennett in order to more accurately define the task information that is being extracted to obtain an accurate template of task information that provides a user with the ability to more efficiently sort and categorize information to integrate the selected information with other applications (See Bennett, paragraph 12).

As per claim 20, Bennett teaches a system comprising: a search engine retrieving unstructured text from one or more sets of unstructured data and extracting key words from the unstructured text (paragraph 26, 31, and 74 teach a system with a series of extraction pattern sets to recognize proper names and pre-specified events, which Fig. 2 teaches being part of a server, or an engine, the text being unstructured text); and

A generator generating one or more templates based on the key words (paragraphs 35, 36 and 56 teaches the server generating a template containing data extracted from the unstructured text, where paragraph 74 teaches the extraction recognizing proper names and pre-specified events, or keywords).

However, Bennett does not teach a skills taxonomy; an archive of at least one predefined project role; text being text associated with a project; the generator being a role generator, the templates being role templates for a project based on project information, predefined roles, and the skills taxonomy, wherein each role template includes one or more skills associated with fulfilling a role.

Haq teaches a skills taxonomy (col. 3, line 62- col. 4, line 25 teaches skill sets that include a complete listing of all skills required for a specialty, or task management information being skill information, and further skills can be sub-classified based on application/technology, or a skills taxonomy);

An archive of at least one predefined project role (col. 5, line 63-col. 6, line 4 teaches the manager looking up available templates in the database and picking the one that closely matches the job function at hand, or rather a manager accessing predefined roles from an archive of project roles);

Text being text associated with a project (col. 11, lines 6-21 teach various forecasts including project forecasts which are a listing of projects that are expected in the future, and staffing forecasts that indicate how many employees of each specialty would be need in the future);

a role generator (col. 12, lines15-20 teach accessing deployment templates and developing custom templates if needed, for specified jobs, where col. 10, lines64-67 teach the deployment templates being skills templates, or rather the developing, which takes place on the ISDRM database interface, or rather a system element that allows the generation of a skills template, or a role generator);

role templates for a project based on project information (i.e. information from the text associated with the project), predefined roles, and the skills taxonomy, wherein each role template includes one or more skills associated with fulfilling a role (col. 34-67 and Fig. 2 teaches deployment templates, or role templates based on roles and responsibilities or various job functions where each job function must belong to at least one specialty on a specialty list and each role/responsibility must link to one or more skills in the skills list for the related specialty. Col. 5, line 25-col. 6, line 4 further teaches this as well as the skills templates are templates that indicate the skills required to perform a particular job function, where a manager needs a person to perform a particular job function and utilizes a skills template that closely matching the job function at hand or makes required changes in a template to make it suitable for his/her requirement, meaning a role template for a project is based on project information, predefined roles, and col. 3, line 62- col. 4, line 25 teaches skill sets that include a complete listing of all skills required for a specialty, or task management information being skill information, and further skills can be sub-classified based on application/technology, or a skills taxonomy.).

Bennett and Haq teach utilizing templates which are based on various information. Bennett teaches the templates being generated using data extraction techniques, which extract data concerning documents which may contain information that users may wish to use in connection with other software applications, such as task managers (paragraphs 11, 15, 26, 35). Haq teaches software for human resource skill management for resource utilization, staffing efficiency, forecast assessment, etc. (i.e.,

software applications, such as task managers), where templates utilized. (col. 1, line 40-col. 3, line 20; col. 3, line 50-col.6, line 4). Thus, it would have been obvious to one of ordinary skill in the art at the time of the invention to apply the additional software applications of task management utilizing templates as taught in Haq, to improve the utilization of the templates created from the data extraction of Bennett for the predictable result of enabling a task management software application using skill sets and role templates where the templates are created via data extraction techniques.

As per claim 21, Bennett teaches generating information that users may wish to use in connection with task managing software based on a comparison between the task management information and key words from unstructured text (paragraphs 11 teaches documents that may contain information that users may wish to use in connection with software applications such as task managers, paragraph 12 teaches sorting and categorizing information to integrate selected information with other applications, paragraph 26 teaches utilizing processes that identify information in source documents, extract data representing the identified information, paragraph 31 teaches the text may be unstructured text, paragraphs 73-74 teaches the extraction process where a series of extraction pattern sets recognize proper events and pre-specified events, such as events, or task information); and

Generating one or more templates based on a comparison of at least a portion of the information that users may wish to use in connection with task managing software and one or more predefined names or events (paragraphs 74 and 76 teach after tokenization is complete a series of extraction pattern sets to recognize proper names

and pre-specified events where the pattern set would tag dynamically, for example names, places, organizations, dates, time, scheduling events, tasking events, and so on and builds templates with information extracted from the document; the system stores a set of rules to fill fields of templates with corresponding information from the documents identified during the previous processes).

However, Bennett does not teach the information that users may wish to use in connection with task managing software being a skills list for a project, the task management information being a skills taxonomy, the template being a role template for the project, the names and events being predefined roles.

Haq teaches information that users may wish to use in connection with task managing software being a skills list for a project (col. 1, lines 20-37 teaches a workforce possessing the exact skills required for performing specific job functions for the success of business projects; when a project is at hand, assigning personnel with the right skills to various tasks, matching up employee skill sets with job functions, col. 1, lines 61-64 teaches assessing employee suitability for a project, col. 2, lines 5-8 teaches relating skill development of employees to job functions, roles, and responsibilities and project forecasts; i.e., a skill needs, or a skills list, or a project);

task management information being a skills taxonomy (col. 3, line 62- col. 4, line 25 teaches skill sets that include a complete listing of all skills required for a specialty, or task management information being skill information, and further skills can be sub-classified based on application/technology, or the skill information is a skills taxonomy);

a template being a role template for the project, the names and events being predefined roles wherein each role template includes one or more skills associated with a role (col. 5, line 24-col. 6, line 4).

Bennett and Haq teach utilizing templates which are based on various information. Bennett teaches the templates being generated using data extraction techniques, which extract data concerning documents which may contain information that users may wish to use in connection with other software applications, such as task managers (paragraphs 11, 15, 26, 35). Haq teaches software for human resource skill management for resource utilization, staffing efficiency, forecast assessment, etc. (i.e., software applications, such as task managers), where templates utilized. (col. 1, line 40-col. 3, line 20; col. 3, line 50-col.6, line 4). Thus, it would have been obvious to one of ordinary skill in the art at the time of the invention to apply the additional software applications of task management utilizing templates as taught in Haq, to improve the utilization of the templates created from the data extraction of Bennett for the predictable result of enabling a task management software application using skill sets and role templates where the templates are created via data extraction techniques.

As per claim 22, it is a substantial duplicate of claim 21 and is rejected for the same reasons set forth above in claim 21.

As per claim 23, Bennett teaches a portal for accessing the one or more templates (paragraph 56). However, Bennett does not expressly teach the template being a role template.

Haq teaches a template being a role template (col. 5, line 24-col. 6, line 4).

Both Bennett and Haq teach generating templates. Thus, it would have been obvious to one of ordinary skill in the art to include role templates in the art of Bennett in order to improve the utilization of the templates created from the data extraction of Bennett for the predictable result of enabling a task management software application using skill sets and role templates where the templates are created via data extraction techniques.

As per claim 24, it recites a system for performing the limitations substantially similar to claim 19. Since Bennett teaches a system (Fig. 2 and 3), claim 24 is rejected for the same reasons recited above in claim 19.

As per claims 25-30, Bennett teaches the system wherein the generator operates in a composite application environment (Fig. 2 and 3),

the composite application environment including a plurality of integrated applications (Fig. 2 and 3),

the generator operating in a business application, the business application is a project management application, (paragraph 11 teaches the documents containing information that users may wish to use in connection with other software applications such as organizers, calendar, task managers, etc. or business applications such as project management applications, where paragraph 26 teaches templates based on the documents which are generated by Bennett using the system of Fig. 2 and 3),

the business application is integrated within a composite application environment (Fig. 2 and 3).

However, Bennett does not teach the generator being a role generator and the business application being a human resource application.

Haq teaches a generator being a role generator (col. 12, lines 15-20 teach accessing deployment templates and developing custom templates if needed, for specified jobs, where col. 10, lines 64-67 teach the deployment templates being skills templates, or rather the developing, which takes place on the ISDRM database interface, or rather a system element that allows the generation of a skills template, or a role generator); and

A business application being a human resource application (see Abstract).

Bennett and Haq teach utilizing templates which are based on various information. Bennett teaches the templates being generated using data extraction techniques, which extract data concerning documents which may contain information that users may wish to use in connection with other software applications, such as task managers (paragraphs 11, 15, 26, 35). Haq teaches software for human resource skill management for resource utilization, staffing efficiency, forecast assessment, etc. (i.e., software applications, such as task managers), where templates utilized. (col. 1, line 40- col. 3, line 20; col. 3, line 50-col. 6, line 4). Thus, it would have been obvious to one of ordinary skill in the art at the time of the invention to apply the additional software applications of task management utilizing templates as taught in Haq, to improve the utilization of the templates created from the data extraction of Bennett for the predictable result of enabling a task management software application using skill sets

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and role templates, such as human recourse skill management, career development, and deployment, where the templates are created via data extraction techniques.

Conclusion

The prior art made of record and not relied upon is considered pertinent to applicant's disclosure.

Nagler et al. (US Pub. No. 2001/0039508) teaches an apparatus and concomitant method to provide objective attributes scoring and matching between the attributes of a seller and the job requirements of a buyer, with a degree of fit with a particular project or job profile of the buyer.

Any inquiry concerning this communication or earlier communications from the examiner should be directed to ALISON KARMELEK whose telephone number is (571)272-1808. The examiner can normally be reached on Monday - Friday.

If attempts to reach the examiner by telephone are unsuccessful, the examiner's supervisor, Tariq Hafiz can be reached on (571) 272-6729. The fax phone number for the organization where this application or proceeding is assigned is 571-273-8300.

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Information regarding the status of an application may be obtained from the Patent Application Information Retrieval (PAIR) system. Status information for published applications may be obtained from either Private PAIR or Public PAIR. Status information for unpublished applications is available through Private PAIR only. For more information about the PAIR system, see <http://pair-direct.uspto.gov>. Should you have questions on access to the Private PAIR system, contact the Electronic Business Center (EBC) at 866-217-9197 (toll-free). If you would like assistance from a USPTO Customer Service Representative or access to the automated information system, call 800-786-9199 (IN USA OR CANADA) or 571-272-1000.

AK

/A. K./

Examiner, Art Unit 3623

/Romain Jeanty/

Primary Examiner, Art Unit 3623

2/15/08